



REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

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| <u>Date:</u> 10/17/18 | <u>Interviewer:</u> CM | RFA #18-78 |
| <u>Name of Person(s) Requesting Assistance:</u> [REDACTED], Student (they/them/their) | | |
| <u>Contact Numbers (telephone, e-mail, etc.):</u> [REDACTED] | | |
| <u>Status of Person(s) Interviewed (title, position, student status, etc.):</u> Student | | |
| <u>Requested Assistance Pertaining To (name, position, policy, project, etc.):</u> [REDACTED], Senior Instructor, [REDACTED] Department | | |

To the best of your knowledge, please fill out the following:

Interviewee Status: Male ☐ Female ☐ Administrator ☐ Faculty ☐ Staff ☐ Student ☒
 Concern Regarding: Male ☐ Female ☐ Administrator ☐ Faculty ☒ Staff ☐ Student ☐

Category: *(Please check at least one)*

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| <input type="checkbox"/> Age | <input type="checkbox"/> Color | <input type="checkbox"/> Creed | <input type="checkbox"/> Disability | <input type="checkbox"/> Veteran Status |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> National Origin | <input type="checkbox"/> Race | <input type="checkbox"/> Religion | <input type="checkbox"/> Retaliation |
| <input type="checkbox"/> Sex/Gender | <input type="checkbox"/> Sexual Harassment | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Employment | <input type="checkbox"/> Genetic Information |
| <input checked="" type="checkbox"/> Gender Identity or Expression | | | | |

| Time Line | | |
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| Date | Item | Comments |
| 10/12/18 (Friday) | [REDACTED] came in to the EO office to schedule an appointment | [REDACTED] dropped by the EO office to schedule an appointment. [REDACTED] provided information as to their availability |
| 10/15/18 (Monday) | CM emailed [REDACTED] to schedule an appointment | [REDACTED] confirmed availability for an appointment on October 17, 2018 at 2:00 |
| 10/17/18 | [REDACTED] met with CM at EO Office | [REDACTED] met with CM at EO office and described the nature of their concern. [REDACTED] told CM about a concern they had relating to their [REDACTED] Professor, [REDACTED]. [REDACTED] told CM that they are non-binary and use the pronouns they/them. [REDACTED] said during the entire meeting with Prof. [REDACTED], he used the incorrect pronoun, using she/her instead of they/them. [REDACTED] said Prof. [REDACTED] had asked for people to introduce themselves and identify their pronoun on the first day of class, which they did. The first day of class was on September 27 th and the meeting between Prof [REDACTED] and [REDACTED] was on October 12 th . [REDACTED] said in addition to using the incorrect pronoun, which they |

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| | | <p>were fairly sure Prof. ██████ remembered, they said they also felt like Prof. ██████ was imputing his understanding of womanhood onto ██████, even though ██████ is not a woman, and projecting all of his expectations of that experience onto ██████ said at one point during the meeting, Prof. ██████ said very aggressively that he does not do well with being interrupted, which felt like a threat to them.</p> <p>██████ also said during the meeting, Prof. ██████ suggested they write a piece about gender ██████ felt like Prof. ██████ only made this suggestion because of their gender identity, and wondered whether he would suggest this topic to a cisgender individual. ██████ said Prof. ██████ also seemed not to understand the distinction between sex and gender.</p> <p>██████ said that at one point during the meeting, they became so deeply uncomfortable that they were crying. ██████ said Prof. ██████ tried, three times to give them the sexual assault resources card, despite their insisting they did not want it. ██████ also expressed concern relating to a Professor using "family" as a prompt for assignments, as that can be a very challenging subject for some students.</p> <p>When CM asked ██████ what they would like to see happen, ██████ said they mostly wanted the behavior to stop ██████ said they were able to work with an advisor in the ██████ department so they were not required to stay in the class. ██████ thought that perhaps Prof. ██████ knowing that the meeting left them so uncomfortable that they did not want to be in that class, it may be enough to change his behavior ██████ was comfortable with CM reaching out to L.K. Langley. CM told ██████ she would reach out to Prof. ██████ and see if he was willing to come have an educational conversation with her about the concern that ██████ shared. ██████ agreed this would be appropriate. CM also indicated she could offer Prof. ██████ additional educational opportunities, however, CM informed ██████ that she could not force Prof. ██████ to participate, which ██████ indicated they understood.</p> |
| 10/17/18 | CM phone call to L.K. Langley | CM phone call to L.K. Langley (with ██████ permission) to loop them in on ██████ concern and see if they would be willing to work with EO as a part of the Informal Resolution. |
| 10/18/18 | CM phone call with L.K. Langley | CM phone call with L.K. Langley. CM informed Langley that ██████ had met with CM and had also told CM that they were likely going to meet with Langley as well. CM asked if Langley is willing to have CM offer information about their office to the Professor following any future meetings at EO. Langley indicated they are willing to be a resource to the Professor should he choose to seek guidance. Langley also directed CM to a relevant article that could be helpful to show the Professor available on the new Western LGBTQ+ website. |
| 10/19/18 | ██████ email to CM | ██████ emailed a summary of their concerns following the meeting with Prof. ██████ |
| 10/22/18 | CM phone call to ██████ | CM phone call with ██████ re: clarify how Prof. ██████ misgendered them during the meeting. ██████ indicated Prof. ██████ referred to them as she/her directly during their conversation. Further, ██████ indicated the essay they were discussing, which was written by them and was non-fiction, Prof. ██████ referred to the author as she/her. ██████ indicated they would forward the essay to CM for context- and while on the phone, CM received the link to the document and was able to print a copy. |
| 10/29/18 | CM phone call to ██████ | CM phone call to ██████, informed Prof. ██████ that a student had come to the EO office with a concern and CM was planning on having a conversation with the Prof. Prof. ██████ was aware of the situation and appreciated CM letting her know that EO would be contacting the professor. |

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| 10/30/18 | CM phone call to [REDACTED] | CM phone call to Prof. [REDACTED]. No answer- VM message indicated he does not frequently check that VM account. CM will follow up with an email asking him to call the EO office. |
| 10/30/18 | CM email to [REDACTED] | CM emailed Prof. [REDACTED] asking him to call the EO office |
| 10/30/18 | [REDACTED] called EO | Prof. [REDACTED] called CM back while she was at lunch- indicated he was available after 4:30 and left a callback number |
| 10/30/18 | CM phone call with [REDACTED] | CM explained the EO is looking into a concern brought by a student, not a formal complaint, and asked if he would be willing to meet with us. Prof. [REDACTED] indicated he would be willing, and indicated he would like his union representative present. Prof. [REDACTED] was going to work with Hailey to set up a time both he and his union rep. could be present. |
| 11/7/18 | CM met with [REDACTED] and Rich Brown | <p>CM met with Prof. [REDACTED] and his Union representative, Rich Brown, in the EO office. CM provided Prof. [REDACTED] with a copy of UP 1600.02A, and offered copies of the other policies. Prof. [REDACTED] indicated he was happy to have only 1600.02A. CM explained generally the process of informal resolution, and explained that this was not a formal complaint. CM shared with Prof. [REDACTED] the concerns [REDACTED] had about their meeting.</p> <p>Prof. [REDACTED] indicated that during the meeting with [REDACTED] Prof. [REDACTED] became concerned about [REDACTED] wellbeing and described that they got in a "tangle" around gender. Prof. [REDACTED] described [REDACTED] as seeming irritable and impatient. Prof. [REDACTED] said it is possible that he had used the wrong pronoun during the meeting, but it was not intentional. Prof. [REDACTED] told CM she could tell [REDACTED] that he was sorry if he used the wrong pronoun for them.</p> <p>Prof. [REDACTED] remembered that he did lose his professional decorum momentarily when speaking with [REDACTED] about being interrupted. Prof. [REDACTED] said he wished he had been gentler when he said this to [REDACTED] and indicated he regretted how he reacted and apologized to them both during the meeting, and also indicated CM could tell [REDACTED] that he was sorry for that as well.</p> <p>Prof. [REDACTED] indicated he only offered the resources card to [REDACTED] because he wanted to make sure they knew of available resources, as it seemed they were having some struggles. Prof. [REDACTED] indicated he has offered this for many students, regardless of gender, as he is very aware of the struggles students can face and would prefer to offer to someone who does not need it, as opposed to not offer it to someone who does (Prof. [REDACTED] indicated he had known a student who had committed suicide.) Prof. [REDACTED] also indicated he viewed the information card as a "resource card" not necessarily as a "sexual assault resources card."</p> <p>Prof. [REDACTED] indicated the only reason he suggested gender as a topic for [REDACTED] to write about was because many of their pieces had already touched on gender, and he was attempting to help them expand an area of interest that he had seen conveyed through their writing. Prof. [REDACTED] denies that he only suggested this topic because of [REDACTED] gender identity. Further, Prof. [REDACTED] said that while he will use family as a prompt for writing, if a student expresses not wanting to, or pushes back- he does not force them to write about a subject they are not comfortable with.</p> <p>Prof. [REDACTED] expressed concern over the fact that often, Faculty are engaged in a sort of "therapeutic screening" to make sure students are not in emotional</p> |

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| | | <p>distress and if they are concerned, try to direct the student to resources, however, they never receive any training in this area. Prof. [REDACTED] indicated he would be open to training of this type in the future. CM indicated she would work with SGS to assess the feasibility of creating a training of that type, possibly with other university partners with a broad range of expertise.</p> <p>Prof. [REDACTED] showed good faith in the discussion with CM and seemed understanding of the nature of [REDACTED] concerns, though he did not agree with the way many of his comments/actions were perceived by [REDACTED]. Prof. [REDACTED] said CM could tell [REDACTED] he was sorry for how he handled the conversation about interruption, and was sorry if he used the wrong pronoun, as it was not intentional.</p> |
| 11/7/18 | CM phone call with [REDACTED] | <p>CM called [REDACTED] and let them know that she had met with Prof. [REDACTED]. CM explained the conversation and let [REDACTED] know what Prof. [REDACTED] had said. CM indicated it appeared to her that Prof. [REDACTED] engaged in the conversation with good faith and was receptive to the information CM was providing, while not necessarily agreeing with all of it. CM explained that as a result of this RFA, she would be working with her supervisor in the hope of offering training to Faculty to better equip them to serve students from diverse backgrounds. [REDACTED] thanked CM for the information and for talking with Prof. [REDACTED]. CM asked [REDACTED] if they were satisfied with the outcome of this RFA and [REDACTED] indicated that they were.</p> |
| 11/8/18 | CM email to [REDACTED] | <p>CM emailed Prof. [REDACTED] saying that she had spoken to [REDACTED] and the RFA was closed.</p> |